

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • F-4

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage

 5 minutes

Read part 1 of the passage *Where Is Cub?* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency

 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meaning of the word relates to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding

 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Who is missing? (Mother Bear's cub)

Who does Mother Bear ask? (Freddy Fox and Doris Deer)

Where do you think the cub might be? (answers will vary)

If time permits, repeat the steps above using part 2 of the passage, *Where Is Cub?*

Optional Activity

 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card. If the child reads the word correctly, he/she moves a marker along the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack, and it is your turn to draw a card. Repeat the game as time permits.

Part 1

Mother Bear wakes up. 4

Her cub is missing. 8

She goes looking for her cub. 14

Mother Bear goes to Freddy Fox. 20

"Have you seen my cub?" she asks. 27

"He is missing, and I am worried." 34

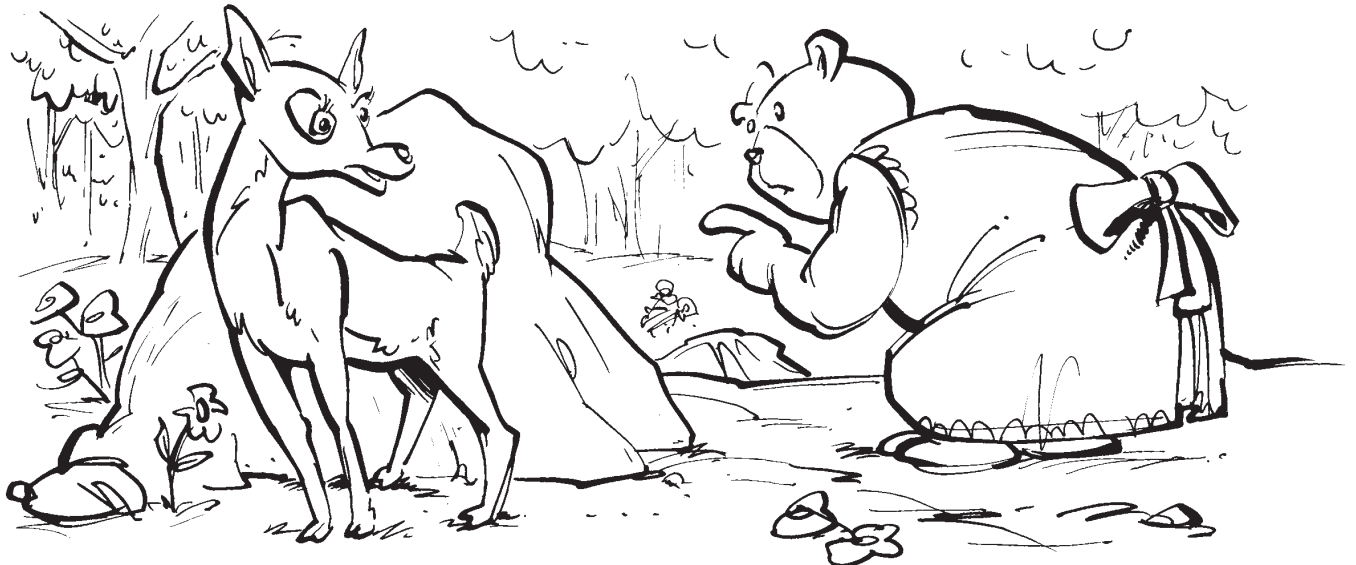
"No, I have not," says Freddy. 40

Mother Bear goes to Doris Deer. 46

"Have you seen my cub?" she asks. 53

"He is missing, and I am worried." 60

"No, I have not," says Doris. 66



Part 2

Mother Bear's cub is missing. 5

She is looking for him. 10

Mother Bear goes to Robert Raccoon. 16

"Have you seen my cub?" she asks. 23

"He is missing, and I am worried." 30

"No, I have not seen him," says Robert. 38

Mother Bear hears a bee buzzing. 44

"Have you seen my cub?" she asks. 51

"Yes, I have seen your cub," says the bee. 60

"And he is eating our honey." 66

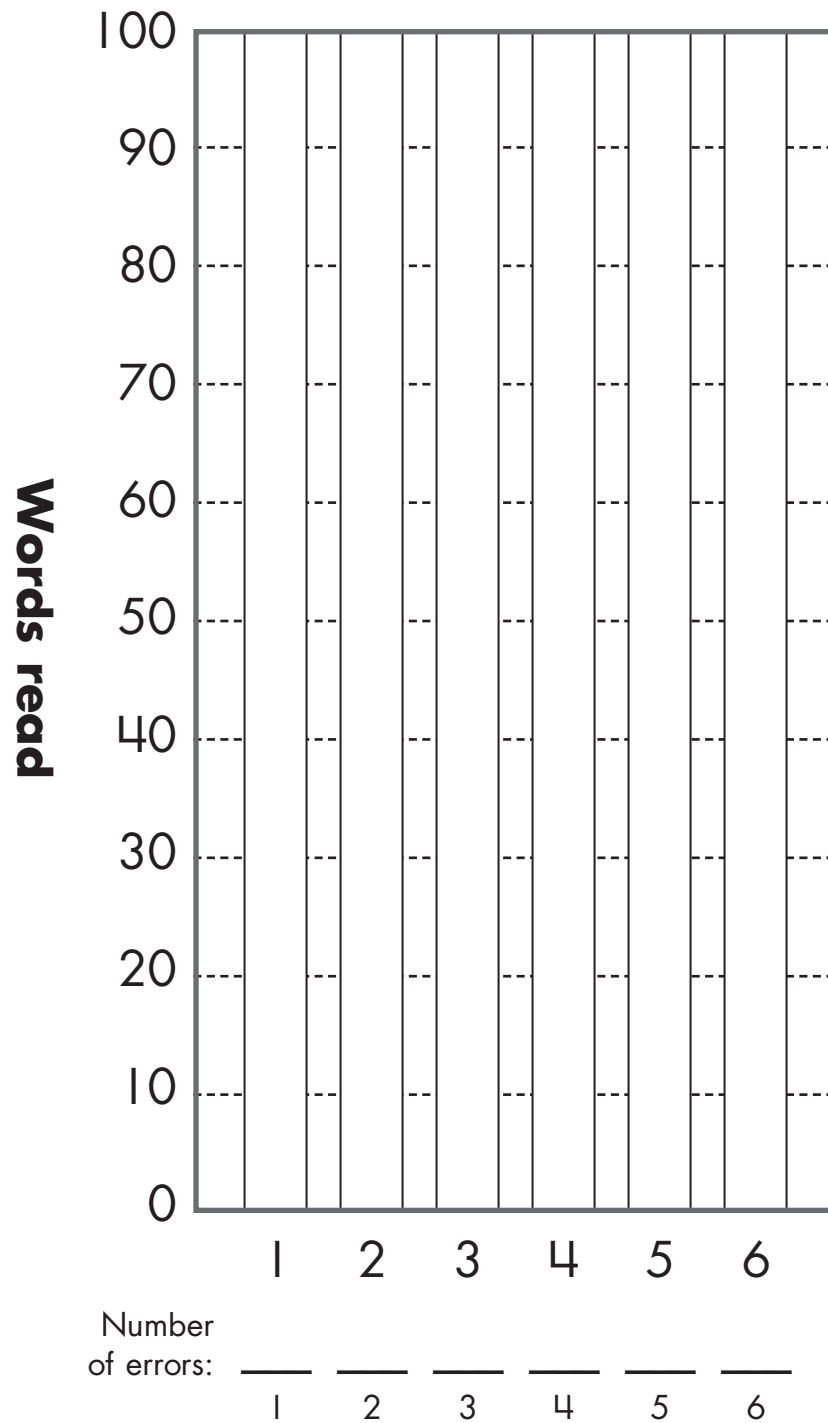


Fluency

Repeated Reading Bar Graph

Lesson F-4

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